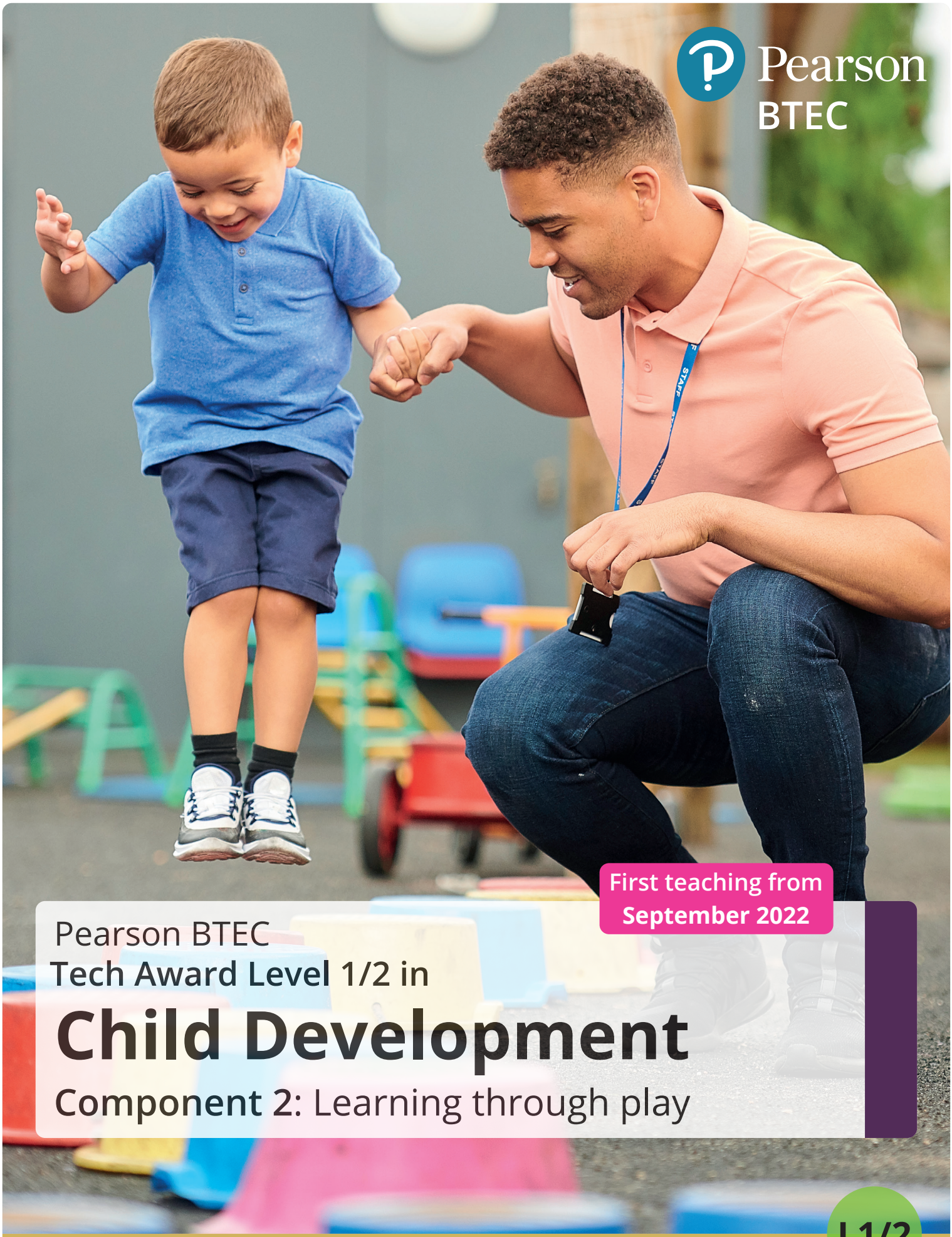

Pearson BTEC

First teaching from September 2022

Pearson BTEC
Tech Award Level 1/2 in

Child Development

Component 2: Learning through play

L1/2

Pearson-set Assignment – sample

First teaching from September 2022

Issue 2

Pearson BTEC Level 1/Level 2 Tech Award in Child Development

Pearson-set Assignment – Sample

Component 2: Learning Through Play

First teaching September 2022

Issue 2

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Summary of Pearson BTEC Level 1/Level 2 Tech Award in Child Development
Pearson-set Assignment for Component 2: Learning Through Play
Issue 2 changes

Summary of changes made between the previous issue and this current issue	Page number
The wording in the *Introduction* section under Formal supervision and in the *Instructions to learners* section has been amended to clarify that learners may have supervised access to the internet for sourcing visual assets and their own course notes. Access to the internet is optional and will not affect access to the full range of available marks.	Pages 1 and 2
The wording 'images can be included' has been added under *Checklist of evidence* required section for Task 1.	Page 3
The wording in the *Guidance for teachers* section under During the assignment has been amended to clarify that any sources of information, ideas, text, audio and/or visual assets created by others that learners include in their work must be clearly identified and referenced. And that only permitted materials, such as learners' own course notes can be brought into the supervised assessment.	Page 6

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Introduction

The key purpose of this assessment is for learners to demonstrate their application of knowledge and understanding of children's play opportunities, and the importance of play in helping children to learn. Learners will demonstrate understanding of how children play and complete activity plans for an individual child and a small group of children of a given age range and in a specific setting to show understanding of how children learn through play.

The assignment for this component consists of three tasks.

- In response to Task 1, learners will demonstrate their knowledge and understanding of how a child of a given age plays.
- In response to Task 2, learners will demonstrate their knowledge and understanding of a suitable play experience/activity based on a case study.
- In response to Task 3, learners will demonstrate their knowledge and understanding of a suitable play experience/activity based on a case study.

This assessment will be offered twice a year. The timing of the assessment is approximately 6 hours of supervised assessment.

The assessment evidence is produced under formal supervision to ensure that learners' work is authentic and that all learners have had the same assessment opportunity. The formal supervision takes place in sessions timetabled by the centre.

Levels of control within this set assignment

The levels of control outlined below must be adhered to and enforced by teachers following the release of the assignment to learners.

Formal supervision: The estimated hours stated for completion of each task in this set assignment refer to formally supervised hours. During formally supervised sessions, learners must work independently, cannot work with or discuss their work with other learners unless group or collaborative work is required or permitted. Learners can access the internet for sourcing visual assets to use in their responses, which must be appropriately referenced. Inclusion of audio/video content in responses and use of the internet to source this content is optional and will not affect access to the full range of available marks. This must be monitored by the teacher. Work must be held securely in between supervised sessions and must not be taken in or out of sessions. Learners will be able to access their own course notes and any materials specified in the assessment.

Instructions to learners

You should read the information given in the vocational context and each task section of this assignment carefully prior to starting work. Tasks often link to one another, so it is important to make sure you understand all tasks before starting the assignment.

The assignment will take approximately 6 supervised hours to complete.

This is divided into approximately:

- 1 hour to complete Task 1
- 2.5 hours to complete Task 2
- 2.5 hours to complete Task 3.

These timings are for guidance only but should be used as an indication of how long to spend on each task. Your teacher will advise you when it is time to move from one task to the next.

You must work independently and should not share your work with other learners. All work must be your own and you must sign a declaration of authenticity to confirm this. If group work or collaboration is permitted, you must produce your own independent responses and evidence for the tasks.

Any sources of information, ideas, text, audio and/or visual assets created by others that you include in your work **must** be clearly identified and referenced. Using the work of others as your own or without proper acknowledgement is considered plagiarism and can result in disqualification from the assessment.

You may ask your teacher for support if you have questions about the requirements of tasks, what evidence you need to produce and any resources you are allowed to access, such as your own course notes and access to the internet to source visual assets. They cannot give you feedback about how to improve your work or guide you to solutions to any questions or problems in the tasks.

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Pearson-set Assignment

Qualification	Pearson BTEC Level 1/Level 2 Tech Award in Child Development
Component number and title	**2:** Learning Through Play
Write your name here (Surname, Name)	
Completion time for assignment	Approximately 6 hours
Submission deadline	
Assessment series and year	Sample assignment

Vocational Context	Young children love to play, and play is very important in helping them to develop and learn new skills.

Task 1	**Stages and types of play**
	Hector is a **two-year-old** child.
	Produce an article about how Hector would be expected to play. In your article you must include:
	• details of the stages of play which Hector will be using
	• details of one relevant play experience for each of the following types of play:
	  ○ **locomotor**
	  ○ **imaginative**
	  ○ **construction**
	• reasons why these play experiences are suitable for Hector.

Learning outcome covered	**A:** Understand how children play
Checklist of evidence required	• An article based on the above context of approximately 3–4 sides of A4, images can be included. • Subheadings could be used to structure the article.
Resources needed	No other resources needed for this task.
Supervised hours to complete the tasks	Learners would need approximately 1 hour to complete Task 1.
Number of marks	12 marks

Task 2	**Play activity A** Plan a suitable play experience/activity for a **single child aged 12–18 months** in a **home environment.** The activity must be **child initiated** and encourage **cognitive/intellectual play**. Use the template provided in *Appendix 1* to produce your plan.
Learning outcomes covered	**A:** Understand how children play **B:** Understand how children's learning can be supported through play
Checklist of evidence required	Completed activity plan.
Resources needed	Activity plan template – *Appendix 1*.
Supervised hours to complete the tasks	Learners would need approximately 2.5 hours to complete Task 2.
Number of marks	24 marks

Task 3	**Play activity B** Plan a suitable play experience/activity for a **small group of children aged 3–5 years** in a **school nursery environment**. The activity must be **adult led** and encourage **physical play**. Use the template provided in *Appendix 1* to produce your plan.
Learning outcomes covered	**A:** Understand how children play **B:** Understand how children's learning can be supported through play
Checklist of evidence required	Completed activity plan.
Resources needed	Activity plan template.
Supervised hours to complete the tasks	Learners would need approximately 2.5 hours to complete Task 3.
Number of marks	24 marks

Guidance for teachers

(to be removed before assignment distribution to learners)

General guidance	This assignment has been designed to allow learners to meet the assessment requirements of the component by engaging in vocationally relevant tasks and activities. You must issue this assignment allowing sufficient time for learners to complete it. You should advise learners of the timetabled sessions during which they should complete monitored preparation and when they will undertake supervised assessment. You should direct learners to read the information given in the vocational context and each task section of this assignment carefully. Tasks often link to one another, so it is important to check that learners understand all tasks before they start the assignment.
Specific guidance	The assignment will take approximately 6 supervised hours to complete. This is divided into approximately: • 1 hour to complete Task 1 • 2.5 hours to complete Task 2 • 2.5 hours to complete Task 3. These timings are for guidance only, but should be used to give learners an indication of how long to spend on each task and to schedule your assessment sessions. Tasks can be conducted and evidence can be produced across several sessions. **Submission of evidence for moderation** Evidence submitted for moderation should include a clearly labelled digital folder per learner containing: • all work completed for the assignment • a completed declaration of authenticity. **Guidance on preparing evidence for submission** • Digital files should be saved in an accessible format that does not require specialist software to access.
Opportunity to contextualise this assignment	No contextualisation is allowed for this assignment. You must not change any aspect of the vocational context or tasks. The set of tasks form a coherent whole, addressing all the learning outcomes and allowing access to the full range of marks. Altering any aspect of this assignment may constitute malpractice and will be subject to investigation by Pearson.

Before carrying out the assignment	Before this assignment is given to learners, they must undertake a learning programme covering the knowledge, understanding and skills outlined in the component content in the specification, and should be given sufficient time to develop knowledge, understanding and skills in order to achieve their full potential.

During the assignment	For the duration of the assignment:
	• all work must be completed independently by the learner under appropriate monitoring and supervision to ensure authenticity
	• work must be produced in response to the assignment and no work completed during teaching can be used or adapted for this purpose
	• guidance or support can only be given to learners in order to clarify:
	  ○ the requirements of tasks
	  ○ the evidence they need to produce
	  ○ any resources they are allowed to access
	• learners cannot receive any guidance or instruction about how to improve work to meet mark bands or solutions to questions or problems in the tasks
	• learners must not be given any support or feedback in writing or editing notes
	• learners must not be provided with writing frames, prepared formats, templates or any other forms of scaffolding
	• any permitted group or collaborative work must be clearly defined
	• any sources of information, ideas, text, audio and/or visual assets created by others that learners include in their work must be clearly identified and referenced
	• appropriate steps must be taken to prevent plagiarism and/or collusion through supervision and regular checks of work as it develops.
	Maintaining security during formal supervision
	Any work learners produce under supervision must be kept securely between sessions and during breaks.
	Designated assessment areas must only be accessible to the learner and to named members of staff.
	Learners can only have access to their work under supervision.
	Only permitted materials, such as learners' own course notes and sourced visual assets, can be brought into the supervised assessment and no materials should be removed.
	Learners can have access to the internet for sourcing audio/visual content but not to other resources which might compromise the security of the assessment.

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Approach to teaching and learning to support learners to *'get it right first time'*	In order to fully prepare learners, before the Set Assignment is distributed, they should: • attempt formative assessment tasks that model important elements of the activities to be carried out in this assignment • receive feedback on how they performed including what they did well and how they can further improve.
Other materials	This Set Assignment does not include any additional materials and it is expected that learners produce their own evidence. Learners must not be provided with writing frames, prepared formats, templates or any other forms of scaffolding.

Assessor guidance

Your role as the assessor	As the assessor of this internal assessment, it is your role to: • ensure correct processes to maintain security and authenticity are followed for the duration of the assessment • make and record assessment decisions using the mark bands • provide feedback to learners about their achievement. When acting in dual roles as both teacher and an assessor, you should help learners to understand your responsibilities in each capacity so they are aware of the differences during learning and assessment.
Your assessment decision	You must assess learners' evidence for this Pearson-set Assignment using the marking grids for the relevant component provided in this document. Marking grids have four mark bands, each containing the descriptors specifying the level of knowledge, understanding and skills that learners are required to demonstrate to be awarded the marks associated with that band. The descriptors for each band are written to reflect the marks at the top of the mark band and the descriptors should be read and applied as a whole. A glossary of terms used in the marking grids is provided in Appendix 1 of the specification. **Using a 'best fit approach' to marking the assignments** In applying the marking grid, assessors are required to: • first make a holistic judgement on which mark band most closely matches the learner's response for the evidence being assessed. Each mark band contains a number of 'bulleted traits' that in combination provides a descriptor of the expected performance of a learner in relation to the individual task within the assignment. Consideration should also be given to the descriptors in the mark bands above and below to ensure the correct mark band is selected. The learner's response does not have to meet all the characteristics of a mark band's descriptor before being placed in that mark band, as long as it meets more of the characteristics of that mark band than of any other • after placing the learner's response within a mark band, the assessor should then make a more refined judgement as to whether the learner's response is towards the higher, or the lower end of the mark range for that mark band, and allocate a final mark accordingly within the marks available in that mark band.

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	Further guidance on deciding a final mark The award of marks must be directly related to the descriptors in a mark band. Assessors should be prepared to use the full range of marks available. When deciding upon a final mark, assessors should take into account how well the learner's response meets the requirements of the descriptor in that mark band. • If the learner's response meets the requirements of the descriptor fully, assessors should be prepared to award full marks within the mark band. The top mark in the mark band is used for a learner's response that is as good as can realistically be expected in that mark band. • If the learner's response only barely meets the requirements of the descriptor (but is better than the previous descriptor), assessors should consider awarding marks at the bottom of the mark band. The bottom mark in the mark band is used for a learner's response that is the weakest that can be expected in that mark band. • The middle marks of the mark band are for a learner's response that is a reasonable match to the descriptor. This might represent a balance between some characteristics of the descriptor that are fully met and others that are only barely met. • Where there is no evidence worthy of credit, no marks (0 marks) must be awarded.

Marking grid – Component 2

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1: Stages and types of play **Learning outcome A: Understand how children play**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** knowledge and understanding of stages and types of children's play. Evidenced through: • a **superficial** account of the stages of children's play which **has little relevance** to the given age • a **superficial** account of the selected play experiences which **has little relevance** to the stated type/s of play • **simplistic** reasons why selected play experiences are appropriate with **little accuracy in the links** to the given age and stage of development.	**Adequate** knowledge and understanding of stages and types of children's play. Evidenced through: • a **partially detailed** account of the stages of children's play which is **partially relevant** to the given age • a **partially detailed** account of the selected play experiences which are **partially relevant** to the stated type/s of play • **partially developed** reasons why selected play experiences are appropriate with **partially accurate links** to the given age and stage of development.	**Good** knowledge and understanding of stages and types of children's play. Evidenced through: • a **mostly detailed** account of the stages of children's play which is **mostly relevant** to the given age • a **mostly detailed** account of the selected play experiences which are **mostly relevant** to the stated type/s of play • **mostly developed** reasons why selected play experiences are appropriate with **mostly accurate links** to the given age and stage of development.	**Comprehensive** knowledge and understanding of stages and types of children's play. Evidenced through: • a **fully detailed** account of the stages of children's play which is **fully relevant** to the given age • a **fully detailed** account of the selected play experiences which are **fully relevant** to the stated type/s of play • **well-developed** reasons why selected play experiences are appropriate with **fully accurate links** to the given age and stage of development.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: Planning a play activity for a single child (Activity 1, parts 1–6) **Learning outcome B: Understand how children's learning can be supported through play**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding to selecting and planning the activity. Evidenced through: • **superficial** learning outcomes that include only **vague** information on what the child will learn. Outcomes **have little relevance** to the given age of the child • a **superficial** account of the resources needed to support the activity in the given environment. Resources **have little relevance** to the given age of the child • a **superficial** description of activity that includes **few details** of preparation, health and safety implementation and tidying away of the activity**.**	**Adequate** application of knowledge and understanding to selecting and planning the activity. Evidenced through: • **partially detailed** learning outcomes that include **partially clear** information on what the child will learn. Outcomes are **partially relevant** to the given age of the child • a **partially detailed** account of the resources needed to support the activity in the given environment. Resources are **partially relevant** to the given age of the child • a **partially detailed** description of the activity that includes **some details** of preparation, health and safety, implementation and tidying away of the activity**.**	**Good** application of knowledge and understanding to selecting and planning the activity. Evidenced through: • **mostly detailed** learning outcomes that include **mostly clear** information on what the child will learn. Outcomes are **mostly relevant** to the given age of the child • a **mostly detailed** account of the resources needed to support the activity in the given environment. Resources are **mostly relevant** to the given age of the child • a **mostly detailed** description of activity that includes **most details** of preparation, health and safety implementation and tidying away of the activity.	**Comprehensive** application of knowledge and understanding to selecting and planning the activity. Evidenced through: • **fully detailed** learning outcomes that include **clear** information on what the child will learn. Outcomes are **fully relevant** to the given age of the child • a **fully detailed** account of the resources needed to support the activity in the given environment. Resources are **fully relevant** to the given age of the child • a **fully detailed** description of activity that includes **details** of preparation, health and safety, implementation and tidying away of the activity.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: Planning a Play Activity for a Single Child (Activity 1, parts 7–10) **Learning outcome B: Understand how children's learning can be supported through play**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding to selecting and planning the activity. Evidenced through: • a **superficial** account of how the activity will support the child's overall development in the specified area • a **superficial** account of what the adult will do in the activity and how the adult's actions support the child's development. **Limited** judgement of how the activity promotes learning and development. Evidenced through: • a **simplistic** justification of the choice of activity • a **narrow range** of relevant benefits and disadvantages of how the play is organised in this activity.	**Adequate** application of knowledge and understanding to selecting and planning the activity. Evidenced through: • a **partially detailed** account of how the activity will support the child's overall development in the specified area • a **partially detailed** account of what the adult will do in the activity and how the adult's actions support the child's development. **Adequate** judgement of how the activity promotes learning and development. Evidenced through: • a **partially developed** justification of the choice of activity • a **reasonable range** of relevant benefits and disadvantages of how the play is organised in this activity.	**Good** application of knowledge and understanding to selecting and planning the activity. Evidenced through: • a **mostly detailed** account of how the activity will support the child's overall development in the specified area • a **mostly detailed** account of what the adult will do in the activity and how the adult's actions support the child's development. **Good** judgement of how the activity promotes learning and development. Evidenced through: • a **mostly developed** justification of the choice of activity • a **range** of relevant benefits and disadvantages of how the play is organised in this activity.	**Comprehensive** application of knowledge and understanding to selecting and planning the activity. Evidenced through: • a **fully detailed** account of how the activity will support the child's overall development in the specified area • a **fully detailed** account of what the adult will do in the activity and how the adult's actions support the child's development. **Comprehensive** judgement of how the activity promotes learning and development. Evidenced through: • a **well-developed** justification of the choice of activity • a **wide range** of relevant benefits and disadvantages of how the play is organised in this activity.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3: Planning a play activity for a group of children (Activity 2, parts 1–6) **Learning outcome B: Understand how children's learning can be supported through play**				
0 marks	**1– 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding to selecting and planning the activity. Evidenced through: • **superficial** learning outcomes that include only **vague** information on what the children will learn. Outcomes **have little relevance** to the given age of the children • a **superficial** account of the resources needed to support the activity in the given environment. Resources **have little relevance** to the given age of the children • a **superficial** description of activity that includes **few details** of preparation, health and safety implementation and tidying away of the activity and which does **not follow a logical order.**	**Adequate** application of knowledge and understanding to selecting and planning the activity. Evidenced through: • **partially detailed** learning outcomes that include **partially clear** information on what the children will learn. Outcomes are **partially relevant** to the given age of the children • a **partially detailed** account of the resources needed to support the activity in the given environment. Resources are **partially relevant** to the given age of the children • a **partially detailed** description of the activity that includes **some details** of preparation, health and safety, implementation and tidying away of the activity and **some aspects are in a logical order.**	**Good** application of knowledge and understanding to selecting and planning the activity. Evidenced through: • **mostly detailed** learning outcomes that include **mostly clear** information on what the children will learn. Outcomes are **mostly relevant** to the given age of the children • a **mostly detailed** account of the resources needed to support the activity in the given environment. Resources are **mostly relevant** to the given age of the children • a **mostly detailed** description of activity that includes **most details** of preparation, health and safety implementation and tidying away of the activity and which follows a **mostly logical order**.	**Comprehensive** application of knowledge and understanding to selecting and planning the activity. Evidenced through: • **fully detailed** learning outcomes that include **clear** information on what the children will learn. Outcomes are **fully relevant** to the given age of the children • a **fully detailed** account of the resources needed to support the activity in the given environment. Resources are **fully relevant** to the given age of the children • a **fully detailed** description of activity that includes **details** of preparation, health and safety, implementation and tidying away of the activity and which follows a **fully logical order**.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3: Planning a play activity for a group of children (Activity 2, parts 7–10) **Learning outcome B: Understand how children's learning can be supported through play**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding to selecting and planning the activity. Evidenced through: • a **superficial** account of how the activity will support the children's development in the specified area • a **superficial** account of what the adult will do in the activity and how the adult's actions will support the children's development.	**Adequate** application of knowledge and understanding to selecting and planning the activity. Evidenced through: • a **partially detailed** account of how the activity will support the children's development in the specified area • a **partially detailed** account of what the adult will do in the activity and how the adult's actions will support the children's development.	**Good** application of knowledge and understanding to selecting and planning the activity. Evidenced through: • a **mostly detailed** account of how the activity will support the children's development in the specified area • a **mostly detailed** account of what the adult will do in the activity and how the adult's actions will support the children's development.	**Comprehensive** application of knowledge and understanding to selecting and planning the activity. Evidenced through: • a **fully detailed** account of how the activity will support the children's development in the specified area • a **fully detailed** account of what the adult will do in the activity and how the adult's actions will support the children's development.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3: Planning a play activity for a group of children (Activity 2) *continued* Learning outcome B: Understand how children's learning can be supported through play				
No rewardable material	**Limited** judgement of how the activity promotes learning and development. Evidenced through: • a **simplistic** justification of the choice of activity supported by **little logical reasoning** • a **narrow range** of relevant benefits and disadvantages of how the play is organised in this activity.	**Adequate** judgement of how the activity promotes learning and development. Evidenced through: • a **partially developed** justification of the choice of activity supported by **partially logical reasoning** • a **reasonable range** of relevant benefits and disadvantages of how the play is organised in this activity.	**Good** judgement of how the activity promotes learning and development. Evidenced through: • a **mostly developed** justification of the choice of activity supported by **mostly logical reasoning** • a **range** of relevant benefits and disadvantages of how the play is organised in this activity.	**Comprehensive** judgement of how the activity promotes learning and development. Evidenced through: • a **well-developed** justification of the choice of activity supported by **logical reasoning** • a **wide range** of relevant benefits and disadvantages of how the play is organised in this activity.

Appendix 1: Activity plan template for Tasks 2 and 3

(Boxes in grey will be information that is given in the assignment brief)

Area of play:	**Age of child/ren:**
How play is organised: Adult-led/Adult-initiated/Child-initiated	
Type of setting	
1. Activity title:	
2. Proposed learning outcomes: What do you want the children to learn during this activity?	
3. Number of children and adults:	
4. Resources/equipment required:	
5. Health and safety:	
6. Description of the activity: How will you prepare for the activity? How will you carry out the activity? What will the child/ren do? How will you tidy up after the activity?	

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7. How will this activity support the child/ren's development in the specified area?
8. Role of the adult: What will the adult do and how will this help the child/ren's development?
9. Evaluation: Justify your choice of activity, including benefits and disadvantages of how the play is organised.

10. Benefits and disadvantages of how the play is organised in this activity.

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